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ABSTRACT

The basic format of the conference incorporated orientation to student needs and to the proper utilization of professional talent, visual simulations of counselor roles, and exercise in group consensus, and a reaction panel. To present a picture of what the counselor should be doing from the viewpoint of student needs, Dr. Walter Busby spoke on "Human Needs and the Schools." Video tape scenes depicting various counselor responsibilities and actions followed. The simulated scenes were planned to catalyze interest and thinking and act as a stimulus for the discussion period which followed. The second presentation examined the desirability and economics of using the professional talent of counselors in a professional manner. Mr. Harry Adley spoke on the "Management and Utilization of Professional Talent." This was again followed by taped video scenes and a second round of discussions. The final activity for the group was establishing priorities for counselor activities, and a panel reaction to the priorities. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (SJ)

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THE COUNSELOR'S ROLE

A COOPERATIVE EXPLORATION

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The Counselor's Role

A Cooperative Exploration

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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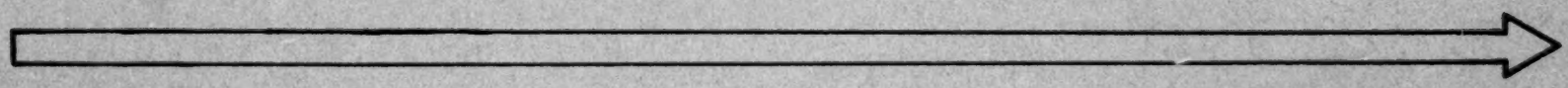
PREFACE

Discussions by Dr. Victor B. Johnson, Director of the Supplementary Center until his untimely death, and Neil Gunter, Associate Director for Pupil Personnel Services, State Department of Education, of counselor concerns related to the administrative and curricular changes expected to accompany the new four-quarter school year convinced them of the need for a fresh look at the role of the counselor. Meetings of Center committees, notably those working with records and data processing, had also brought out the concern of counselors about their role in the four-quarter system. Counselors were not aware of any formal description of their role, but it was evident that there would be an increase in their responsibilities and that these responsibilities would remove them even further from working directly with students. Based on this concern, the staff of the Supplementary Center investigated the need implied by the reorganization of the school year.

Georgia State College agreed to co-sponsor a Counselors Conference, provide meeting facilities, contact the speakers, and in general, make the organizational arrangements for conference activities. The Center's W. E. Carson and Georgia State College's Richard C. Rank and Sherman Day collaborated to

plan organizational procedures and arrangements. Dr. Rank, Associate Professor of Counseling and Educational Psychology, acted as coordinator with assistance from Dr. Day, Associate Professor of Counseling and Educational Psychology. Mr. Carson, program developer with the Center, was responsible for Center activity in the conference. The Center underwrote the financial considerations on a contractual basis with Georgia State College.

Representatives of seven metropolitan school systems served as an advisory committee for the conference. Members of this committee included Dr. Grady Anderson, Atlanta City; Dr. James Burt, Clayton County; Mrs. Emily Corcoran, Cobb County; Mr. Don Herndon, Gwinnett County; Mrs. Edna Lee, Marietta City; Miss Joyce Reedy, Decatur City; and Dr. Hester Thompson, DeKalb County.



INTRODUCTION

The role of the public school counselor is determined, in essence, by the counselor's personal role concept and the direction and expectations of his administrator. While role concepts may be based on theoretical role description, the actual role is often quite different from its theoretical and philosophical bases. This difference between theory and practice is often brought about by practical considerations such as pupil-counselor ratio, school system policies, and tradition. In metropolitan Atlanta an administrative and curricular change to the four-quarter school year is one such practical consideration. Discussions of the impending change have already produced varied ideas of the counselor's role in the four-quarter school year and have further demonstrated the need for a mutual exploration and discussion of the role by those who determine it.

As part of their effort to improve the educational opportunities for young people, the metropolitan Atlanta schools are in the process of implementing a four-quarter school year. Two potential strengths of the four-quarter plan are more flexible scheduling for students and a greater selection of courses from which to choose. This increased flexibility and expanded range of course offerings

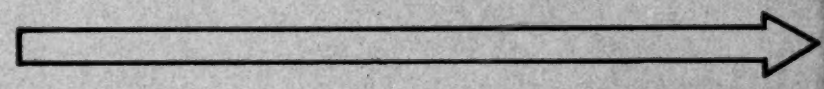
brings with it greater student responsibility for the planning and implementation of the educational program. Assistance for the student in meeting this responsibility will continue to be one of the functions of professional educators. The extent and nature of this assistance depends substantially on the role fulfilled by the school counselor.

Counselors and directors of counseling from seven metropolitan school systems and a representative from the Center and the Board of Regents met together to discuss counselors' role identity and the potential ways of developing a description. Members of the committee recommended the group or conference approach and suggested that each system's counselors be polled to solicit critical or crucial interests of counselors. This survey of counselors reaffirmed the thesis that counselors were concerned about their role in the four-quarter year and were interested in reexamining role and function in the framework of the four-quarter plan. To be effective, it was decided that this examination must involve the counselor who plays the role and the administrator who to a large degree determines what the role will be.

The Counselor Advisory Committee identified the conference focus and developed tentative plans for the program. The goals of the conference included:

- to further communication between counselors and administrators.
- to produce a list of priority activities which would make it possible for counselors to more effectively fulfill their roles.

The committee elected to basically limit the number of participants to 45 counselors, 45 principals, and the Counselor Advisory Committee. Selection of participants was the responsibility of the counseling and guidance director in each system working in cooperation with his system's administration.



THE CONFERENCE

The basic format of the conference incorporated orientation to student needs and to the proper utilization of professional talent, visual simulations of counselor roles, an exercise in group consensus, and a reaction panel.

To present a picture of what the counselor should be doing from the viewpoint of student needs, Dr. Walter Busby* spoke on *Human Needs and the School.* Video tape scenes depicting various counselor responsibilities and actions followed. These scenes included examples of good counseling situations, as well as examples of poor use of counselor professional skills. The simulated scenes were planned to catalyze interest and thinking and as a stimulus for the discussion group period; conference participants were divided into six discussion groups. The second presentation examined the desirability and economics of using professional talent of counselors in a professional manner. Mr. Harry Adley, President of Adley Associates, spoke on *The Management and Utilization of Professional Talent.* Mr. Adley's presentation was followed by taped video scenes and a second round of small group discussions. The final activities of the day involved all participants and consisted of an exercise in establishing priorities for counselor activities and a panel reaction to the

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priorities. This exercise was conducted according to *The Phillips Method* and the resulting priorities were listed on the chalkboard with a frequency of mention tally. A reaction panel composed of an assistant superintendent, principal, counseling coordinator, and high school counselor culminated the conference program with a discussion of the priorities.**

**On the day of the conference Dr. Busby of the University of Florida replaced Dr. David Aspy for the presentation entitled "Human Needs and the School." Program order was altered so that both Dr. Busby's and Mr. Adley's presentations followed the lunch break. In this summary of the day's activities, however, the originally planned schedule has been utilized.

Human Needs and the School

Walter Busby

Almost every classroom has at least one student who is hostile, negative, and hard to manage. Counselors are daily faced with his teacher's questions, "What shall I do?" To arrive at an answer, we must first clarify whose need *we* are trying to satisfy. I believe that what we do to students in the name of education often reflects what teachers, parents and society think that students ought to be rather than what they need to be. If the object of education is to provide the opportunity for each individual to reach *his* full potential, then we must direct our attention to identifying what the student needs.

One need which I believe is basic to all humans is *the need to feel adequate*. How people feel about their personal adequacy determines, to a large extent, how they will behave. The child who sees himself as unable, unworthy, and undeserving, will behave in ways that reflect these feelings. John Rosenthal conducted a study in California which serves to demonstrate the importance of this principle for student achievement. He randomly selected 20 per cent of a group of school children who had taken a fictitious aptitude test. Their respective teachers were told that these children demonstrated unusual potential and would blossom during that

school year. At the end of the year these children were re-tested and the results showed that the 20 per cent had made significantly higher gains than the other 80 per cent in both I.Q. and achievement. The only difference between these two groups was the teacher perception of their potential. The teacher acted as a mirror reflecting the student image back to him. Hence, classroom behavior may be simply a reflecting of what the teacher is telling the student about himself. Indeed, if our classrooms are typified by students who do not think well of themselves,perhaps we need to examine more closely the role that educators are playing in contributing to these feelings. I feel that another basic need is *the need for human closeness.* Closeness means a strong sense of identification (a sense of togetherness, alikeness, and oneness) with other people. Closeness suggests trust and freedom from threat, a kind of total acceptance. Yet one does not have to look hard to sense the absence of closeness in our society.

Perhaps one reason for this absence of closeness is our emphasis on cognitive rather than sensory development. Children are by nature sensitive and engage in spontaneous sense play (eyes, ears, nose and skin). Almost without preference we teach them to specialize—the eyes become dominate. Later we teach them not to touch, to keep their hands to themselves. Shake hands quickly and avoid real contact. Sex becomes the only chance we have to touch each other and this is often confined to erogenous zones of the body. Is it any wonder that western man seems to be hung-up on sex? Since this is his only source of intimate physical contact, can you blame him for his desperation? With this imbalance of the senses is it any wonder that we are tense, anxious, alienated, out of *touch?* Young monkeys deprived of touch and closeness suffer from lack of relatedness; even their physical growth is stunted. In young children the absence of closeness leads to the loss of the will to live.

This conviction that human closeness is so necessary has been reinforced by my experiences in conducting growth groups. I have observed their delight and wonder at the realization that their fears and suspicions of people can be overcome. Many who participate in growth groups become (in a few short weeks) closer to the members of their group than anybody else they have known in their whole lives. The pleasure of sharing their innermost feelings was almost intoxicating. They had discovered for the first time the joy of human closeness.

The need for commitment and involvement may also be necessary for effective living. Many of our youth today have come to believe that one must withdraw from the world to protect his freedom and individuality. The hero of many of today's young people is a staunch youth with his pack on his back and guitar under his arm striking out alone toward the open country. However, there are many who see the truly free person as not one who has withdrawn from the world but rather one who is committed. He is alive for his ideas and goals. This does not mean the committed person accepts the world around him passively. In contrast, he is in constant dynamic interaction with the ideas and goals of his society. Yet, while he may disagree and want to change the world, he does not want to destroy it. He would more likely be an activist than a rebel. He realizes that his real self can only be actualized with the help of others. Hence he is, more than not, *in-tune* with his world and the people in it.

There are two current extremes in the area of therapy that also reflect this idea. One approach is to help man adjust to his world by having him retreat and meditate. The reason is that he must have freedom from the barage of stimuli with which he is unable to cope. In short, he learns to turn himself off. The other approach encourages him to involve himself and face squarely his fears, anxiety, and threats. Hopefully, this will result in changing his perception so that threatening stimuli are reduced.

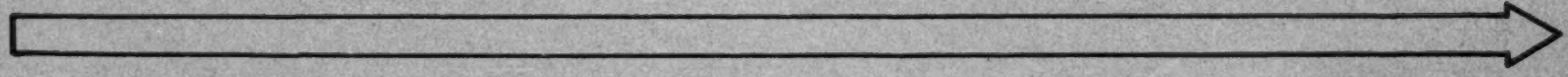
The question of individual versus group counseling may also be related to this concern. William Scoffield stated recently in his book, *Psycho-Therapy—The Purchase of Friendship*, that individual counseling is merely the purchase of friendship. The person who is seeking help finds what he has not been able to establish in his own world—a friend—someone who listens to his problems, accepts him for what he is, and does not reject him or make him feel unworthy. If the individual were able to establish this kind of relationship on his own, he would not be forced to purchase the friendship of the counselor.

Perhaps a form of group or involvement counseling would better help the individual to establish effective relationships on his own and encourage commitment to a real world rather than the false world of purchased friendship.

In summary, I have discussed what I have come to identify as man's basic needs. They are: (1) the need to feel personally adequate

about one's self, (2) the need to experience a feeling of closeness with other people, (3) the need for involvement and commitment rather than isolation.

Art Combs in his introduction to the 1962 ASCD yearbook *Perceiving, Behaving, Becoming,* has suggested that man's potential to live effectively is far greater than we have ever realized. He implies that we must determine what the individual needs to make him the most fully functional organism possible and then make the satisfaction of these needs our most immediate goal of education. Perhaps no other individual in the school organization is in a better position than the counselor to direct attention to this new discovery of what man can become. Counselors in the future will have both the opportunity and the responsibility to participate in making education an effective institution in satisfying human needs.



The Utilization of Professional Talent

Harry Adley

At first glance, there appears to be a slight disparity between the role of the principal and that of the counselor. A more thoughtful examination, however, will reveal basic similarities which will become even more apparent as we move toward future changes in school organization. In the school of the future, the principal and the counselor may be the only two professionals who fulfill the traditional role of the adult teacher speaking with youth on a person-to-person, one-to-one basis. Within the next 10 to 20 years the role of the teacher will become almost grotesquely mechanized, and the personal factor will be greatly diluted. The principal and the counselor may then be the only two residual links to the youth—the only ones to serve as communicators between the child and the institution. With the de-personalization of the teacher's role, the student will increasingly demand more of the principal and the counselor to help him relate to the system and the institution.

With the present pressures and with the anticipation of greater ones in the future, how does an institution make the best use of its creative talent and measure the performance of its professional staff? This is a problem faced by every organization but adequately

resolved by few. The administrator must have some device to measure performance to determine if the talent with which he is working is doing the most competent and effective job. Many professionals resist such outward measurement. Teachers are no different from any other professional in not wanting to be tested. No one wants to feel that he is constantly under the microscope, yet of necessity there must be some measure against which progress is reviewed or evaluated to see if the objectives are being reached. How can we measure intangibles which in the past have been measured by instinctive judgment, personal reaction, the inner glow? Some school systems are approaching measurement from the empirical method of having students rate professors. This is an approach, but it does not meet the full need. The system must know how to evaluate itself in its entirety and its relative progress toward a set of goals or aims.

In the planning of and working with cities, the approach is viewed as a circle. No judgment nor action toward progress is made without linkage between points along the circle. At one point in the circle—the starting point—a system, an institution, a school, or a family agrees on its goals and objectives—what they want the group to accomplish or what they want the system to produce. The procedures or means to accomplish these objectives are then put into effect. This is the normal, executive decision or approach. In the past, however, we never checked back to see if we were really making progress, whether in the production of peaches or a sterling student. Fortunately today we have injected the process of "feedback." After the procedures have been instituted, administratively, financially, and organizationally, criteria are then established to tell us how fast and to what degree the objectives are being approached or, conversely, how fast the pace of achievement or attainment is falling off. Progress is compared with or measured against the criteria and changes are made whenever comparison with these criteria indicates a deficiency. If there is still a falling behind after several corrections of course, the basic goals are re-examined to determine if they are realistic in terms of the resources and time available.

This type of systems evaluation is the method by which one also tests professional achievement. It is not a search for the inner glow but a measure of professional qualitative standing. Decide what a counselor, a principal, or a teacher should be doing and what levels of achievement you should realis-

tically expect. Establish both the criteria by which this achievement can be judged and the means of feedback to tell you if you are getting what you are after.

A school must be a family of professionals. In order to utilize the family's talents most effectively, the family head must be able at times to lay aside his administrative role and become a member of the peer group in professional discussions. In this peer relationship the teacher or counselor can then freely state his professional differences with the administrator and the logic of his reasoning. This cannot be handled as employer talking to employee since both parties are professionals who are interested in one object—the student—so the interchange on this level must be as peers. The principal can then revert back to his administrative role for the final decision-making.

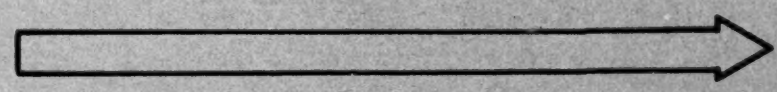
The counselor can be a great aid to the principal as one accurate source of information or feedback as to whether the educational system is achieving its goals and objectives. The counselor may very likely be the only professional to whom the student really talks in a revealing, honest way. Through the counselor, you can monitor the student's progress, emotionally, physically, and educationally. If the students are coming to the counselor befuddled, confused, and unable to solve their own problems, it may indicate a falling behind in the school's role of teaching him to be a problem solver. The principal cannot monitor everything at all times. As long as things are going well, there is no need to interfere. When, however, there is an indication in the feedback that there is a problem area, appropriate action can then be taken. This is called "management by exception."

Today's student is no longer being trained to absorb masses of knowledge as he was in years past; he is being trained to solve problems, to effectively meet situations, and to choose between alternatives. Clearly then the student must be judged against this new expectation, not against his ability to absorb like a blotter. The business world today is looking for clarity of thought, not the ability to memorize.

With this knowledge of the new systems method of judging progress, one can examine the field of education to determine if steps have been taken to apply this new way of looking at a situation. Are educators still measuring in terms of tenure and years of graduate work completed, or are they judging on the basis of performance? Tenure and

graduate work are no reflection of what the counselor achieves in those rare minures of his one-to-one relationship with the student. This encounter represents the student's only chance to come face to face with the institution on a personalized level. The student cannot relate to a system through the homeroom teacher or classroom teacher; it must be done on a man-to-boy relationship such as is achieved with a counselor.

The world of the future in which the student is going to grow up and with which he must cope will be different not only in degree but in kind as well. Today we can witness the child as he is torn between that which has been taught him at home and that which he observes outside. The tremendous changes which are coming cannot be held back. The most we can hope is that we can arrange them to suit ourselves and not let them run over us. This child will never again need the mountain of facts which were previously taught him. Many of the old skills are archaic; they are neither salable nor useful. The emphasis now and in the future will be on skills of observation, curiosity, penetration, analysis, and problem solving. The world will not stand still, and the child will need these skills to stay abreast of change. While he is learning the newly required skills, he must also be indoctrinated with the sense that while change is inevitable, it can be a pleasant experience, not one that has to tear the fiber of one's security. The child must be taught suppleness and flexibility so that he actually enjoys change. You can have change without progress, but you cannot have progress without change. This could be the watchword by which you communicate with the child and prepare him for his future role.



Scenes in the Life of the Counselor

Video-taped segments of various counselor activities were shown before each group discussion session to stimulate interest and thought about the value and appropriateness of tasks that counselors now perform in the schools and to provide a common basis and definition of counselor roles.

No attempt was made to over-dramatize or distort counselor roles. Segments were developed to realistically portray various counselor tasks—both good and bad, appropriate and inappropriate. However, emphasis was placed upon presentation of roles in which the counselor uses his understanding of behavior to directly aid students in school.

Morning Session

Scene One presented an actual counseling interview with a student who requested help in planning for education beyond high school. The girl, an eleventh grader, used her time with the counselor to learn more about herself, to explore educational alternatives, and to discuss the outcomes of psychological tests.

This excerpt provided a social model for individual counseling and was done by a

trainee in the counselor education program at Georgia State College.

Scene Two presented a hostile and uncooperative student who had been sent to the counselor by the principal after disciplinary action. The counselor accepted and dealt with the student's anger and frustration and then aided the student to understand the nature of his conflicts with teachers and friends. What began as a tense and typically unproductive encounter turned into a positive helping relationship in which the student learned more about how to cope with conflict situations.

Afternoon Sessions

Scene Three showed a counselor tearing off printed individual test scores from an IBM printout and then posting them into cumulative record folders. This scene depicted the counselor performing a routine task, easily performed by a clerk, but most often handled by counselors themselves.

Scene Four depicted a parent-counselor conference resulting from previous talks with a student. In this segment, the counselor demonstrated how to change parent behavior toward the child in order to help the student achieve higher grades. As in Scenes One and Two, the counselor demonstrated skill in helping others to deal with normal concerns and conflicts.

Scene Five portrayed a counselor consulting with his principal about an innovative program he wished to develop in order to make better use of his time and skills. His plan provided for help from interested parents in doing routine tasks which were part of his responsibilities. The scene demonstrated some interpersonal communication skills on the part of the counselor which enabled him to communicate on a professional-to-professional basis with his principal. This scene provided an example of the communications facilitator.

Scene Six, showing the counselor working directly with a teacher, provided an illustration of consultation about a specific in-class behavior problem and how to apply behavioral methods to solve it. In this segment, the counselor provided concrete suggestions to the teacher about how to change her behavior in order to help the student change his.

Following each group of scenes, the conference divided into small groups to react to and discuss counselor function.

Discussion Groups

Establishment and facilitation of open communication between principals and counselors was a main goal of the conference. An additional goal was to provide a time for reflection and consideration of the merits of various tasks traditionally assigned to counselors.

To help accomplish these goals, conference participants were divided into six groups of approximately 12 members each. To encourage open and frank discussion, participants were identified by name but not position; principals and counselors from the same school were in separate groups, and the discussions were not recorded. A consultant from Georgia State College, West Georgia College, or the University of Georgia was assigned to each group to facilitate communication. Resource personnel serving in this capacity were: Dr. Richard Riordan, Georgia State College; Dr. Ray Cleere and Dr. Lee Paulk, West Georgia College; Dr. Wayne Antenen, Dr. John Blakeman and Dr. Phil Moyer, University of Georgia. All these leaders were experienced in small group interaction. They were instructed to reinforce total expression of feelings of group members as well as ideas. Small groups met during both morning and afternoon sessions. Their discussions formed a basis from which role priorities evolved later in the day. In order to enhance the openness of communication, no attempt was made to formally record the discussions.

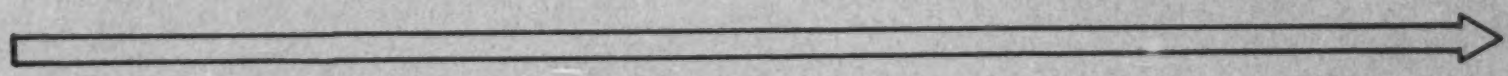
In general, group discussions produced descriptions of what counselors are now doing in the schools, complaints illustrating lack of communication between principals and counselors, requests for solutions to immediate problems, and expressions of frustration. Group leaders reported difficulty in aiding groups to discuss ideal role priorities due to felt pressures of immediate problems existing in the schools.

Some groups produced considerable expression of negative feelings of counselors toward principals. Some counselors felt they were frequently kept from practicing their professional skills because principals gave higher priority to administrative duties. Conversely, principals expressed surprise at this charge and replied that counselors want to be *junior administrators*. They suggested that counselors really do not want to work closely with students, preferring routine tasks which are not so professionally demanding.

Other groups discussed who is to do the additional work required in the computerization of flexible scheduling. Complaints were

registered by both principals and counselors that major changes in procedures have been instituted without additional help in coping with the increased work load the changes require.

On the positive side, communication channels were open, with many members expressing ideas and feelings concerning counselor role. Counselors seemed to enjoy the opportunity to express themselves, and principals demonstrated willingness to explore role options and communicate their related problems.



An Exercise in Establishing Priorities

A major goal of the conference was the establishment of a list of role priorities for counselors, developed jointly by counselors and principals. Such a list could serve as a guide in the continuing development of professionally appropriate and maximally productive roles for the counselor in the four-quarter system.

These priorities were elicited from participants by *The Phillips Method*. Conference participants were sectioned into *new* groups of approximately eight persons and were asked to identify and rank activities for counselors in order of importance. Each group reported its top three priorities to the moderator. A priority of 1 indicated that the group felt it was most important. Results of these rankings are shown below:

Counseling with individuals	2, 1, 1, 1, 1, 1, 1, 1, 1, 1
Curriculum planning and evaluation	2, 3, 3
Information service	3
Working with small groups	2, 2, 3, 2, 2
Coordinating and interpreting guidance services	3, 1, 3, 2, 2, 2, 2
Guidance Record Keeping	3
Schooi Community Relations	3
Evaluation for Placement	2
Testing	3
Working with teachers in guidance	3
Developing communication to aid four-quarter transition	1

Figure 1

Results clearly indicate that when examples of effective counseling with students, parents, and teachers are shown, both counselors and principals rate counseling as the number one priority for counselors. Coordinating and communicating with others about guidance services appears to be second from the highest priority, with small group work receiving considerable interest. In the ensuing discussion there seemed to be rather complete agreement on the primary importance of individual and group counseling.

REACTION PANEL

A panel composed of conference participants concluded the day's activities with a discussion of the *Responsible Priorities for Counselors* established in the previous session. To obtain a variety of viewpoints on these priorities, panel members were selected from four different levels of involvement with the counselor's role. Panel members included Mr. D. L. Hitchcock, Assistant Superintendent, Gwinnett County Public Schools; Dr. Grady Anderson,* Coordinator of Testing and Elementary Counseling, Atlanta Public Schools; Mr. Melvin E. Kirkland, Principal, Forest Park High School, Clayton County; and Miss Joyce Reedy, Counselor, Decatur High School. Dr. Sherman Day served as moderator. The following summary contains questions posed by the audience and the panel's answers:

What is the primary function of the counselor?

The counselor's primary function is preventive and remedial counseling with individual students. To do this effectively the counselor must first establish good rapport with the students and win their confidence. The counselor must also develop an overview of the entire program of his school from curriculum to administration.

How can the counselor reach all students with need?

At the present time few schools have adequate personnel to do all that needs to be done. As a result, counselors must often perform tasks unrelated to their professional skills. With the many demands on his time, the counselor frequently finds it impossible to see all the students who want or need to talk with him. To more adequately meet student need, the counselor must work closely with the teacher and the principal. Such activities as the mechanical operations of scheduling may

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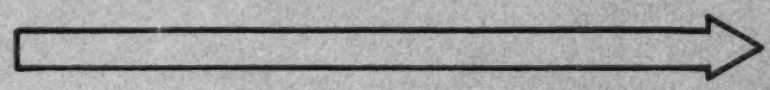
be assumed by others to free the counselor for more work with students. Teachers can and do perform counseling functions for students requesting information.

The counselor can frequently employ group counseling as a means to reach larger numbers of students. Students whose needs or questions are similar can be assembled at one time to receive help from the counselor in their area of common need.

How can we help counselors carry out their professional activities?

In order to permit the counselor to function as a professional, he must be relieved of routine secretarial and clerical duties. Student aides can often perform these tasks and free the counselor for the more important work of working directly with students. The counselor should not be imposed upon because of his more flexible schedule. He must not be expected to work as a study hall keeper, disciplinarian, or catch-all. His professional duty is to counsel, and he must be given time in which to do it. Additional time, however, is not the only need. The counselor must have the encouragement and support of his principal. By working and cooperating with the counselor, the principal can set the example for his staff and enhance the likelihood of cooperation and mutual professional communication between teacher and counselor.



EVALUATION AND IMPLICATIONS

Immediately after the conference an evaluation instrument was mailed to the 83 participants requesting their most candid assessment of the program. The evaluation sheet contained four parts. Part one requested an overall rating of the conference through checking one of five descriptions: excellent, very good, good, fair, and poor. In the remaining three parts participants were asked to identify strong points and weaknesses of the conference with recommended changes.

Sixty-one (73%) of the participants returned completed instruments. Of the participants returning the evaluation sheet, 20 (33%) rated the conference as excellent, 31 (51%) rated it as very good, and 7 (11%) rated it as good 3 (5%) rated the conference as fair or poor (See Figure 2). An overall numerical mean rating of 4.1 was computed by assigning values of 1 through 5 for the participant ratings of poor through excellent. All of those responding reported some strong points and 46 (75%) reported some weaknesses. Recommendations for improving a future conference were made by 44 (72%) of those participants who responded to the evaluation sheet.

RATINGS BY PARTICIPANTS BY NUMBER AND PERCENT

	Excellent	Very Good	Good	Fair	Poor
Number	20	31	7	2	1
Percent	33	51	11	3	2

Figure 2

As a total group the participants reported strong points of the conference to be: (1) the fact that principals and counselors were brought together and provided an opportunity to discuss the role of the counselor within the school, (2) the speakers, (3) the panel discussion held at the end of the day, and (4) the Georgia State facilities where the conference was held.

The small group discussions were reported to be a strong point primarily because of the openness with which they were conducted, but some participants expressed a need for more structure in the groups. The participants regarded as a weakness the fact that only one-third of those attending the conference were administrators. They also expressed the need for more pre-conference information concerning the topics to be discussed during the conference.* Participants further reported that the conference proceedings did not, in fact, reflect the conference title or focus sufficiently on problems related to the four-quarter school plan. There was also criticism of the time of day in which the conference was scheduled. These comments are reported in Figure 3.

*No pre-conference information regarding the topics was provided to encourage open discussion and to minimize predetermined attitudes.

PARTICIPANT COMMENTS

Strengths

1. Speakers were good
2. Conference facilities
3. Combined meeting of counselors and administrators
4. Panel discussion
5. Small group discussions
6. Well structured and planned conferences

Weaknesses

1. Quantity of pre-conference information
2. Not enough time devoted to the counselor's role in the four-quarter system
3. Not enough administrators in attendance
4. Afternoon time schedule of conference
5. Video taped scenes presented
6. Broad scope of the conference
7. Discussions degenerated to individual complaints

Recommendations

1. More administrators in attendance
2. More structure in small group sessions
3. Provide means where each small group discussion can be available to all participants
4. Conference expanded to two days with less compact daily schedule
5. Produce more concrete suggestions for use by counselors
6. More pre-conference information

Figure 3

Participants who rated the conference as *excellent* were in agreement with the comments drawn from all participants but found the major weakness to be the relevance of the conference title. They wanted direct reference to four-quarter problems. Participants who rated the conference as *very good* were in general agreement with the strong points cited in the overall rating but tended to be critical of the video tapes used in the program. They also found the scope of the program to be too broad and recommended a two-day conference with a limited daily schedule. It was also recommended that the results of the small groups be shared with all and that more concrete suggestions be made as to how counselors might accomplish their professional role. Participants rating the conference as *good* gave observations similar to those who rated it very good. The two groups tended to make more recommendations for improvement than any other rating group. Participants who rated the conference either *fair* or *poor* had divergent opinions regarding the small group sessions but found the conference title unrelated to the proceedings. They recommended more pre-conference information be sent to participants.

Priorities Treatment

The list of priorities drawn up by the participants (See Appendix.) and used to guide the panel discussion was further analyzed. The list was studied by three independent judges having backgrounds in both counseling and administration. Each judge reviewed and categorized the priorities and developed a synthesis of the participants' responses. The judges' lists were then combined to arrive at a single order of priorities. The three judges were generally in agreement as to the first three basic priorities:

1. Providing assistance for individual students.
2. Developing, organizing, and coordinating a school guidance program.
3. Providing group guidance.

These summary statements are not fully descriptive of activities incorporated within each of them. Each judge identified differing functions within priorities. The priorities of the judges are shown in Figure 4. It is evident that there is general agreement on the major functions of a counselor.

PRIORITY RATINGS
Of Independent Judges

Judge A

1. Working with problems of individual students (testing, conferences with parents, placement, program planning and course selection).

2. Information Responsibility
   (a) Interpreting program to community, teachers, students and their parents.
   (b) Liaison with industry, business and government.

3. Organization of Guidance Program related to school needs
   (a) Preventive program.
   (b) Include guidance functions throughout total school program (coordinate and evaluate).
   (c) Work as a team making referrals as necessary.

4. More emphasis on group activities.

Figure 4

Judge B

1. The counselor should give major time to working in small groups or individually with students in areas of:
   (a) Educational goals.
   (b) Vocational goals.
   (c) Personal affairs.
   (d) Social affairs.

2. Counselors should be vitally interested in coordinating guidance services including consultation with:
   (a) Teachers.
   (b) Parents.
   (c) Administration.
   (d) Community.

3. Counselors should be involved in the placement of students in appropriate curriculum. Counselors need to be informed about curriculum matters and be prepared to assist in curriculum development and evaluation.

4. Counselors should be involved in the testing program of the school including:
   (a) Administration.
   (b) Interpretation.
   (c) Utilization of results.

Judge C

1. Development of a guidance-oriented school program.
   (a) Renewed emphasis on the teacher's role in the guidance program.
   (b) Organization of the guidance program to fit the needs of the school.
   (c) Helping to aid in a preventive program to fit the needs of the school.
   (d) Total school program must be more guidance oriented.
   (e) School and community relations.
   (f) Working with teachers, parents, students and administrators.
2. Provide individual counseling for all students.
   (a) Working with individual problems of individual students.
   (b) Counseling with individuals—students, parents, and teachers.
   (c) Availability for personal contact with students for whatever the problem may be.
3. Provide group guidance.
   (a) Group guidance for various purposes.
   (b) Group procedures.
   (c) Group counseling.
   (d) Professional improvement of the counselor so as to be better able to handle group counseling.

IMPLICATIONS

The conference was a move in a positive direction but did not fully accomplish its major goals. The conference succeeded in bringing together principals and counselors to discuss the role of the counselor. From this discussion a list of priority activities for counselors was developed to serve as a guide for those who determine the role played by the counselor. Communication between the principals and counselors showed basic agreement regarding the primary functions of the counselor. It is evident that the participants as a group were not in complete agreement as to the structure of the guide; however, the loose structure in itself provides the flexibility needed to fit a variety of situations. With 50 counselors and 22 principals in attendance the hoped for equal representation did not materialize. Immediate administrative pressures may have prevented the attendance of many principals. Such pressures cannot be ignored but should not stand in the way of careful long term planning and assignment of responsibilities.

The attempt to discuss the role of the counselor in the four-quarter school year did not come to fruition for two reasons. The role of the counselor, per se, is still largely undetermined to mutual satisfaction within many individual schools; thus, discussion too often centered around that basic consideration and did not progress to the role in the four-quarter system. The counselors were anxious about their four-quarter role, however, so few attending the conference had felt more than the initial impact of the change that little information based on experience could be offered by either the counselors, the principals, or the consultants. After many of the counselors and principals have had more first hand experience in the four-quarter system, they will logically be better prepared to engage in more extensive dialogue regarding the counselor's role in the system.

Appendix

PRIORITIES DRAWN UP BY THE PARTICIPANTS

1. Counselor assisting parents, teachers, students and community in making the most effective use of the four-quarter school plan
   a. Redefinition of roles
   b. Public reactions
   c. Adaptability and flexibility
   d. Acceptability to change
2. More emphasis on the counselor as a group worker and guidance program consultant
3. Renewed emphasis on the teacher's role in the guidance program

1. Individual Counseling
   a. Student
   b. Staff
2. Group Procedures
3. Organizing and Assembling Material

1. Organization of the guidance program to fit the needs of the school
2. Individual counseling—assisting with problems—vocational, educational, personal, social
3. Student appraisal—testing, conferences with parents

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1. Counseling—working with individual problems of individual students
2. Counseling teachers
3. Helping to aid in a preventive program instead of a curative program

---

1. Counseling with individuals, counselor guidance, and placement
2. Proper placement of students
3. Total school program must be more guidance oriented

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1. Time, to meet the needs of students individually and in group counseling sessions
2. Interpreting the guidance services and school program adequately
3. Utilize and work well with a team approach to the total school program making referrals when necessary.

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1. Individual counseling and all ramifications
2. More group guidance
3. Involvement with school needs (data, curriculum, etc.). Students need understanding

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Assuming that the counselor is given time, facilities, and administrative encouragement, his responsibilities are:

1. Individual or group counseling
2. Consultations and communication with other staff, administration, and parents
3. Coordination and continuous evaluation of guidance services of the school

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1. Individual counseling (personal)
   a. Parent and student
   b. Teacher and student
   c. Individual student
2. Program Planning
   a. Course selection
   b. Students with special needs
3. School and Community Relations

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1. Counseling with individuals—students, parents, and teachers
2. Curriculum planning and evaluation
3. Informational service—to students and community, colleges, industry, etc.

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1. Be available at all times for individual counseling—whatever the problem
2. Group guidance for various purposes
3. Knowing and interpreting the basic curriculum to students, teachers, and parents.

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1. Availability for personal contact with the students for whatever problem may be.
2. Responsibility of coordinating the total guidance services of the school—working with teachers, parents, students, administrations. In other words, the Team Approach to Guidance.
3. Responsibility for seeing that the information on the guidance records is current or up to date and pulled together.
4. Work with groups—professional improvement of the counselor to be better able to handle the group counseling—could do harm without the knowledge of best or successful methods to use—professional improvement.

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1. Assisting individual student in finding his place in the program.
2. More emphasis on group activities.

Top Priority Role of Counselor for Four-Quarter System:

1. Time to meet needs of students (individually) and group counseling.
2. Interpreting the guidance school services program adequately.
3. Utilize and work well with a team approach to the total school program, making referrals when necessary.

CONFERENCE PARTICIPANTS

Allen, H. D.	Cobb
Allen, Lorraine	Cobb
Anderson, Grady	Atlanta
Anderson, James	Atlanta
Andrews, Doris	Atlanta
Andrews, Joe	Cobb
Arnold, Marshall	Atlanta
Ash, Bob	Cobb
Baker, Marian	Atlanta
Barnett, Henrietta	Cobb
Battle, Virginia	Atlanta
Bennett, E. B.	Atlanta
Berrong, Rita	Atlanta
Bowie, Dorothy	Atlanta
Boyea, Mary	Atlanta
Buchanan, William	Gwinnett
Burt, James	Clayton
Butts, L. W.	Atlanta
Cardell, Thelma	Cobb
Cassidy, Rex	Gwinnett
Castle, Janice	Atlanta
Cohen, Eula	Atlanta
Cook, Arthur	Atlanta
Cooper, Ralph	Clayton
Corcoran, Emily	Cobb
Corley, Carlos	Cobb
Davidson, William	Atlanta
Derthick, Roger H.	Atlanta
Emerson, Anne	Cobb
Epps, Richard	Cobb
Geiger, Carson	Clayton
Griggs, Mary	Atlanta
Hamby, Winnie	Atlanta
Hamric, Lamar	Atlanta
Herndon, Don	Gwinnett
Hitchcock, D. L.	Gwinnett
Hodges, Maude	Gwinnett
Hoffman, Gee Gee	Atlanta
Hollingsworth, Thad	DeKalb
Homes, Kay	Atlanta
Hosch, Corinne	Cobb
Jackson, Rebecca	Atlanta
Jernigan, F. B.	Atlanta
Johnson, Beverly	Atlanta
Jones, Flossie	Atlanta
Kirkland, Melvin	Clayton
Krivich, James	Atlanta
Lee, Edna	Marietta

Lee, Frances	Clayton
Lewis, Milton	Cobb
Ligon, Sally	Cobb
Livingston, R. G.	Cobb
Lowe, Mildred	Atlanta
Manry, Ken	Clayton
McClure, Charlotte	Cobb
McGee, Matilee	Atlanta
McQuary, Peyton	Cobb
Mercer, Kathryn	Atlanta
Mock, Julian	Clayton
Moon, Don	Clayton
Moore, Anna	Atlanta
Moore, Kenneth	Cobb
Morris, Charles	Atlanta
Moss, Hugh	Atlanta
Moyer, Ruth	Cobb
Newton, Grace	Clayton
Pevey, Jerry	Cobb
Piper, Jan	Clayton
Prince, O. G.	Atlanta
Randall, Grace	Atlanta
Reedy, Joyce	Decatur
Reese, Herman	Atlanta
Richardson, Arthur	Atlanta
Seigler, Elizabeth	Atlanta
Smith, Fred	Clayton
Stephens, Ryburn	Atlanta
Sullivan, George	Atlanta
Tyler, Birdie	Atlanta
Vaughn, Travis	Clayton
Ward, Tommy	Clayton
Whitalis, Margaret	Cobb
White, Louise	Marietta
Wills, Claude	Atlanta
Worsham, Miriam	Clayton